

# Exploring Embodied Interaction beyond Text

**Kazuki Hata & Qi Chen**

*School of Education, Communication and Language Sciences*

Newcastle University, UK



School of  
**Education,  
Communication  
and Language Sciences**

# Data Source

\* *NUCASE – Newcastle University Corpus of Academic Spoken English*

| Faculties/<br>Sectors                             | Disciplines /<br>Proficiency Levels   | Sub-total Words (approx.) |               | Total<br>Words<br>(approx.) |
|---|---|---------------------------|---------------|-----------------------------|
|   |   | Formal Talk               | Informal Talk |                             |
| SAGE<br>(Science, Agriculture<br>and Engineering) | Engineering, <b>Marine<br/>Engineering</b> , Computer<br>Science, Bioinformatics, etc.                                  | 400,000                   | 100,000       | 1,000,000                   |
| HASS<br>(Humanities and<br>Social Sciences)       | <b>Education</b> , English Language<br>Teaching, Applied Linguistics,<br>Business, Management,<br>Marketing, Arts, etc. | 200,000                   | 50,000        |                             |
| INTO  | B1, B2, C1, C2 (CEFR levels)  | 250,000                   |               |                             |

# Introduction

## \* Interactional Competence

Skills for using language to accomplish social actions.

(Kramsch, 1986; Kasper, 2006)

### ***Question: Multimodality***

- 1) Are there any speech-gesture 'functional' relationships?
- 2) How do speech and gesture interact to accomplish actions?

# Part 1: A Functionalist View...

‘If any aspects of conversational gesture is to become stylized, we might expect those aspects that function pragmatically would become stylized first’.

(Kendon, 2004: 282)

# Sequential organisation

## Conditional relevance

Two segments are related; sequenced (Schegloff, 1972)

## Conjunctions

...indicate a *linkage* between different 'idea units'

(e.g. Schiffrin, 1987; Fraser, 1999)

# The use of *but*

## \* *But* as a pragmatic device

(1) Fraser(1999, p. 931)

Sue left very late. ***But*** she arrived on time.

S1

S2

(2) Blakemore (2000, p. 472)

There's a pizza in the fridge, ***but*** leave some for tomorrow.

S1

S2

# Extract 1

## EXTRACT 1:

01 \$4: [I think] there's been tension between the children  
02 and the school\

03 \$4: I could have (.) picked that up wrong so like there's  
04 like tension Δbetween children and teachers~~Δ~~

05 (0.3)

06 \$4: ➡ [But ]≈

07 \$2: [Yeah\]≈

08 \$4: ≈ as I said\

09 (0.5)

10 \$2: Yeah≈

11 \$4: ≈ I could °have° misinterpreted (0.5) °that°\

➡ Key: Underlined part is co-expressed with 'beat' gesture

# Video file





# Recap: Multimodal functional view

The ***but*** indicates:

| Metafunctional level*   | Descriptions   |
|-------------------------|--|
| Textual<br>(Linguistic) | <b><u>Sequencing</u></b> segments of talk                |
| Interpersonal<br>(Both) | <b><u>Emphasising</u></b> the significant part of talk** |

\* Halliday & Matthiessen (2014)

\*\* McNeill (1985: 359, 1992: 169)

Speech-gesture relationship explains ***Multifunctionality***

## Part 2: A Conversation Analytic view...

‘Human action is fundamentally multimodal. Multimodal resources are integrated in a holistic way and make sense together...they can be seen as having their relevance empirically and situatedly defined within the context of the activity and its ecology.’

(Mondada, 2014: 139)

# Turn-taking

- \* Principles of turn-taking system

(Sacks, Schegloff & Jefferson, 1974)

- \* In multiparty meeting interaction:  
'mediated turn allocation'

(Heritage & Clayman, 2010: 37)

- \* Visual modalities as resources for turn-taking activities

(Mondada, 2006, 2007)

# Extract 2



```

21 @Transcription:
22 @Comment:
23 *PAU: l·hhj °alright° (.) S0:: I don't should we G0:: (0.9) I don't know
24 *PAU: what order we should go in of (0.2) plan should we go≈ •
25 *JAS: ≈ uh
26 *PPP: (0.8) •
27 *PAU: prop design≈ (0.2) o:r should we start from structures≈ (0.7) of≈ •
28 *JAS: ≈ whatever I can go °if you want I don't mind it's up to you° •
29 *PPP: (0.6) •
30 *PAU: yeah≈ go for fit1 •
31 *JAS: lokay (.) ER: well er I already≈ started working on structures≈ •
32 @End
    
```

29jan15[E|CHAT] \* 24


+H

|       |       |      |
|-------|-------|------|
|       | Peter | Paul |
| Mark  |       |      |
|       |       | John |
| Jason | Clare |      |

- \* Student meeting
- \* Paul (chair): turn-allocation
- \* Jason: self-selection

## Extract 2

23 PAU: [·hh] °alright° (.) SO:: I don't should we GO:: (.) ·hhhh I don't  
24 know what order we should go in of (0.2) plan should we go≈  
25 JAS: ≈ #uh  
# *Figure 1.*



The diagram illustrates the transcription of a video sequence. A red arrow points from the left margin to line 25. A red box highlights the text '#uh' and '# Figure 1.' on line 25. A red arrow points from the bottom of this box to a video frame below. The video frame shows a person's face and the text 'Jason'.

23 PAU: [·hh] °alright° (.) S0:: I don't should we G0:: (.) ·hhhh I don't  
24 know what order we should go in of (0.2) plan should we go≈  
25 JAS: ≈ #uh

Paul:  
allocates  
next turn  
with gesture



Figure 1.



Figure 2.

John: shifts eye-gaze;  
Paul: maintains gesture

26 (0.8)  
→ 27 PAU: #prop design (0.2) o:r should we #start from structures (0.7) of≈  
# Figure 2. # Figure 3.  
→ 28 JAS: ≈ whatever #I can go ° if you want I don't mind it's up to you yeah°  
# Figure 4.

Paul:  
allocates  
next turn  
with gesture

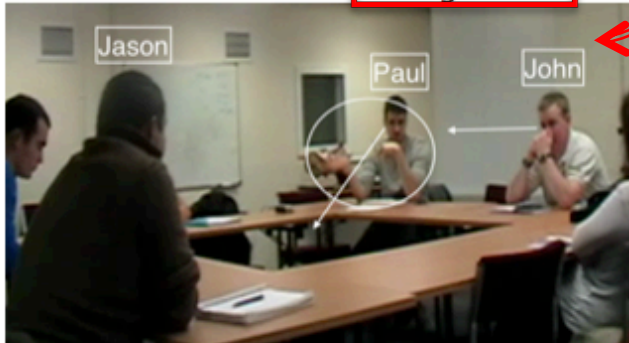


Figure 3.

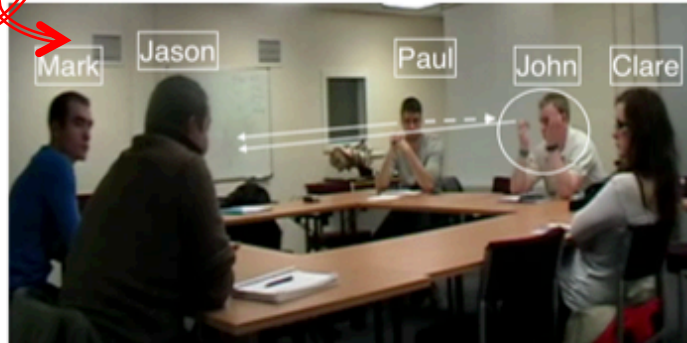


Figure 4.

John: responds to Jason with gesture  
Paul: brief gaze at John's gesture

# Extract 2

28 JAS: ≈ whatever #I can go °if you want I don't mind it's up to you yeah°  
# Figure 4.



Figure 3.

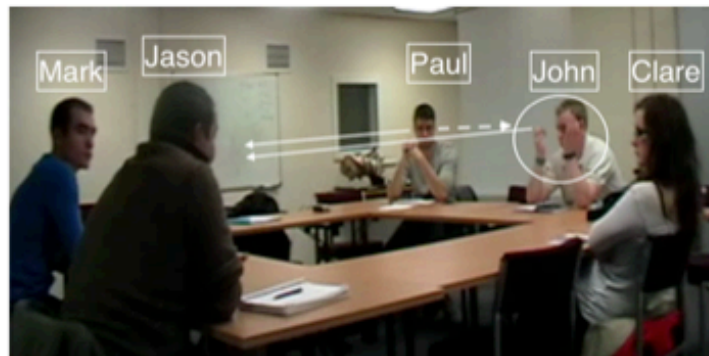


Figure 4.

→ 29

#(0.6)  
# Figure 5.

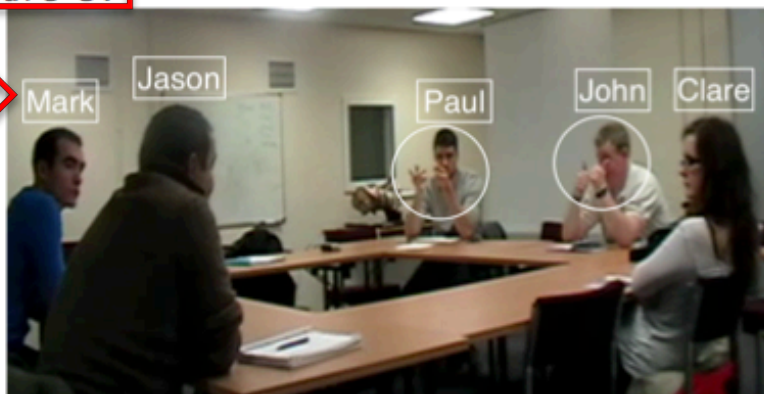


Figure 5.

Paul/John:  
respond to Jason  
with gesture

→ 30 PAU: yeah↗ go for 「it」  
31 JAS: 「okay」 (.) ER: well er I already↗ started working on≈  
32 PAU: 「yeah↗」  
33 JAS: ≈ structures 「I'm just」 putting (.) basics like when I get the  
numbers↗ (.)

# Conclusion (I)

- \* Talk-and-bodies-in-interaction:

The role of embodied means (e.g., gesture, gaze) in the mediated turn allocation procedures of meeting interaction

A single case analysis of a collaborative achievement of turn-allocation:

1. Paul: vocal/bodily turn-allocation work
2. Jason: vocal/verbal/bodily self-selection
3. John: bodily display of avoidance/recipient availability

# Conclusion (II)

\* Interactional Competences (Kasper, 2006) from a CA perspective:

1. *To understand and produce social actions in their sequential contexts;*
2. *To take turns-at-talk in an organized fashion;*
3. *To format actions and turns by drawing on different types of semiotic resources (linguistic, non-verbal/vocal)*

...

***Discourse = Spoken + Gesture***



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# Thank You 😊 Comments/Questions?

Qi Chen

[q.chen@newcastle.ac.uk](mailto:q.chen@newcastle.ac.uk)

Kazuki Hata

[k.hata@newcastle.ac.uk](mailto:k.hata@newcastle.ac.uk)